



ECGE7004

PHILOSOPHY AND PRACTICE OF SOCIAL RESEARCH

Session 1

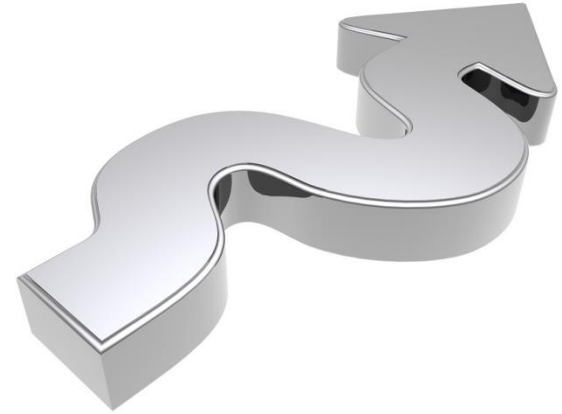
c.morgan@uwtsd.ac.uk



INTRODUCTIONS



MODULE AIMS



To develop an in-depth knowledge, understanding and skills of social research methodologies and research methods appropriate to research with and for young children, children, young people, adults and groups who are at risk of exclusion and within wider community settings or educational contexts.

MODULE LEARNING OUTCOMES

Critically evaluate the nature of philosophical concepts in qualitative research and how they differ from concepts of quantitative research;

Undertake critical analysis and evaluation of research methodology, identifying implications for practice and/or their applications in policies and contexts;

Critically reflect on the complex ethical frameworks and legal implications which underpin all research and analyse specific ethical implications of research for and with young children, children, young people, adults and groups who are at risk of exclusion, within wider community settings or educational contexts;

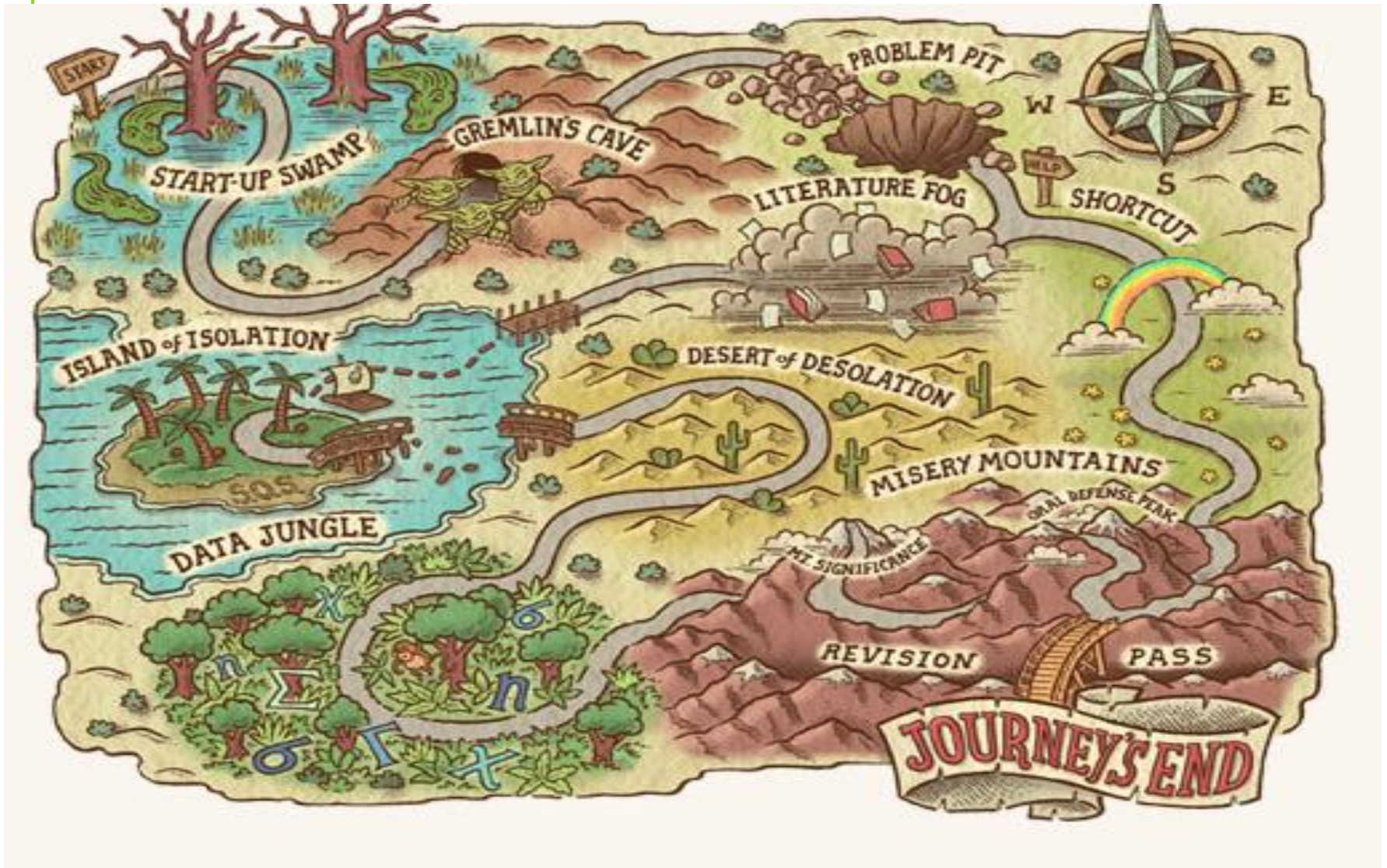
MODULE LEARNING OUTCOMES CONT....



Consider at a higher level the role of reflection within the research process;

Present their work appropriately, within ethical and research frameworks, and with an understanding of the requirements of critical thinking.

THE RESEARCH JOURNEY



Source: [Academic Coaching and Writing](#)

SCHEDULE

Session 1	Research Journeys: Mapping the Route • Introduction to Module • Overview of Assessments
Session 2	Becoming a Researcher: Research Paradigms • Thinking and Being as a Researcher • Research Design
Session 3	Research Tools – Part 1
Session 4	Research Tools – Part 2
Session 5	Research Tools – Part 3

SCHEDULE

Session 6	Ethics
Session 7	Writing up – managing your data
Session 8	To be confirmed – Data analysis?
Saturday?	Research Day
Submission Date	23 rd January, 2020 (Return 21/02/20)



ASSESSMENT

Assessment Component 1 – 50%

Written Assignment (5000 words): Develop a Research Proposal

Consider and critically evaluate a research paradigm and methodology suitable for your client group (e.g. with young children or children or young people or those excluded, or within wider community settings or educational contexts). Your research proposal should include:

- the choice of focus and its potential impact on the student's own practice,
- a rationale of the methodology to be adopted,
- an example of an empirical data collection tool on a research area of your choice; include a consent form and letter of introduction, e.g. a questionnaire or a focus group schedule or an interview schedule or equivalent,
- ethical considerations relating to your research.

ASSESSMENT



Assessment Component 2 – 50%

Presentation/online ‘defence’ of a Research Ethics Form (1500 words)

Prepare and present a relevant ethics form based on your research design explored in Assignment 1. You will discuss and justify your ethical decisions via participation in an online discussion board, making links to relevant ethical frameworks and supporting your points with appropriate academic sources.

A final copy of the Ethics Form should be submitted for grading that incorporates feedback and reflections from the online discussion board.

ASSESSMENT DETAILS



APPENDIX GA36d

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	MA(Ed)		
Module:	The Philosophy and Practice of Social Research		
Module code:	ECGE7001	Contribution to Overall Module Assessment (%):	50%
Lecturer:	Module Lead: Dr Nichola Welton Programme Specific: Catherine Morgan	Internal Verifier:	
Assignment Title:	Assessment Component 2 – Presentation/online 'defence' of a draft Research Ethics Form	Word count (or equivalent):	Ethics Form – 1500 word equivalent

SUBMISSION DATES



Online discussion / Presentation

Date TBC

Part 1 - Upload to Turnitin

23rd January, 2020 - 23.59pm!

+ hard copy to Lesley by 12 mid-day -
24/01/20

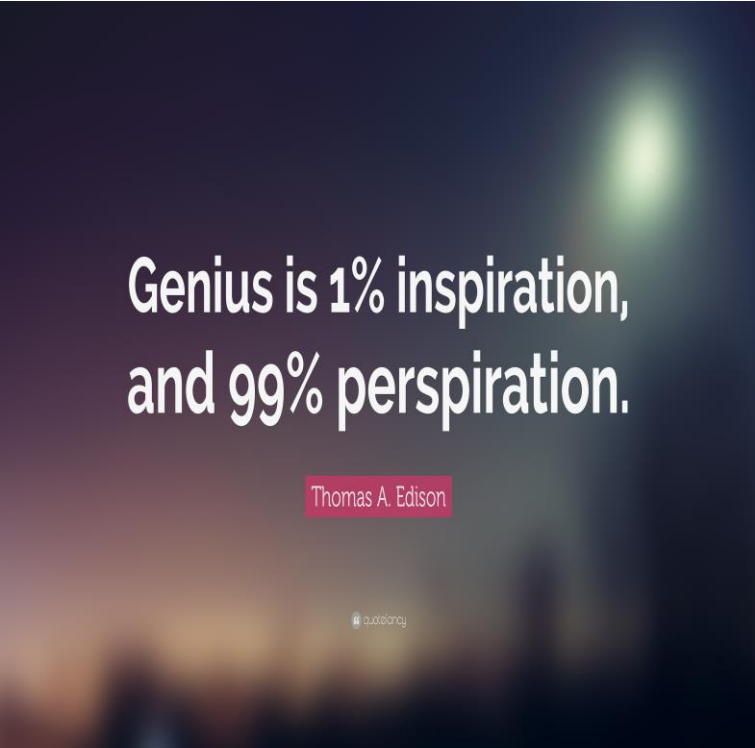
(Return 21/02/20)



Research — your first thoughts?



ORGANISED COMMON SENSE



Genius is 1% inspiration,
and 99% perspiration.

Thomas A. Edison

audible

The qualities that drive effective research are...

- Organization
- Systematic, thorough and careful attention to details
- Internal consistency
- Logic

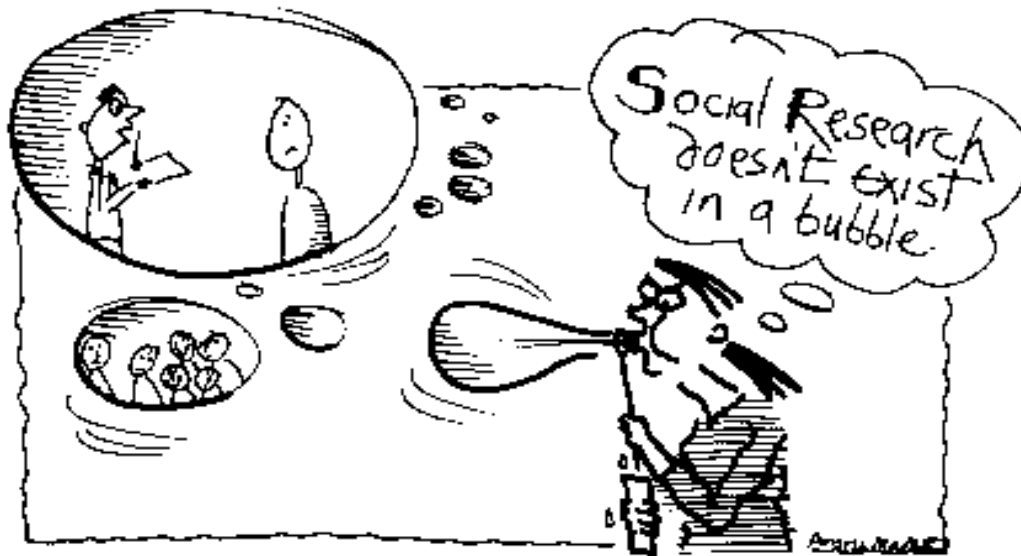
Punch, 2016

Research — First thoughts (cont'd)



Real World Enquiry

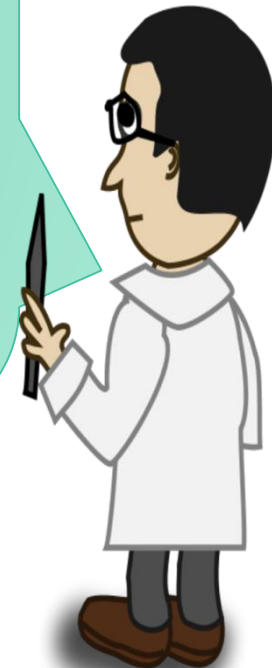
‘Social research does not exist in a bubble’ (Bryman 2001)



APPLIED SOCIAL SCIENCE AND THE EDUCATIONAL CONTEXT

If one wants to solve a problem,
one must generally know what
the problem is. It can be said
that a large part of the
problem lies in knowing what
one is trying to do.

(Kerlinger, 1986)



APPLIED SOCIAL SCIENCE AND THE EDUCATIONAL CONTEXT

Psychology

Sociology

Anthropology

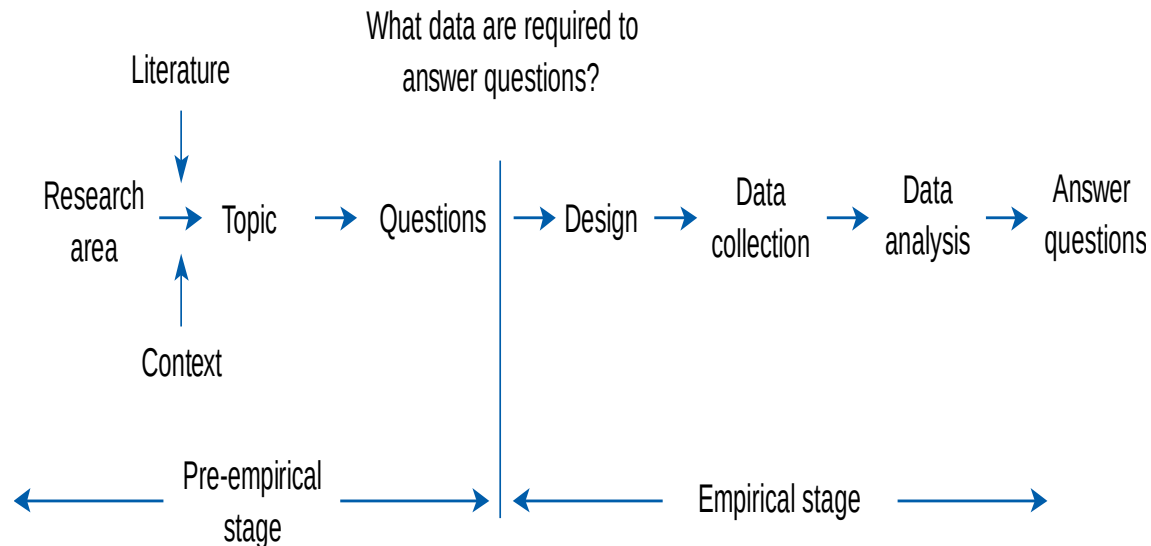
Economics

Political science

The study of human behaviour in an educational setting from a psychological/sociological/anthropological/economic/political science point of view.

STAGES OF EMPIRICAL RESEARCH

Stenhouse (1975:142): research is ‘systematic inquiry made public’



WHEN PLANNING YOUR RESEARCH...

“...research is concerned with understanding the world and that is informed by how we view our world(s), what we take understanding to be and what we see as the purposes of understanding.”

Cohen et al., 2001, p3

You will need to consider:

- What is your methodology (framework)?
- What methods will you use (e.g. tools for data collection)?
- Where do your own beliefs and philosophy sit within the wider paradigms?
 - Fitness for purpose – explore the range of research traditions
 - Being mindful of political agendas (e.g. what is the link between educational research and policy-making?).

Methodology vs. Method

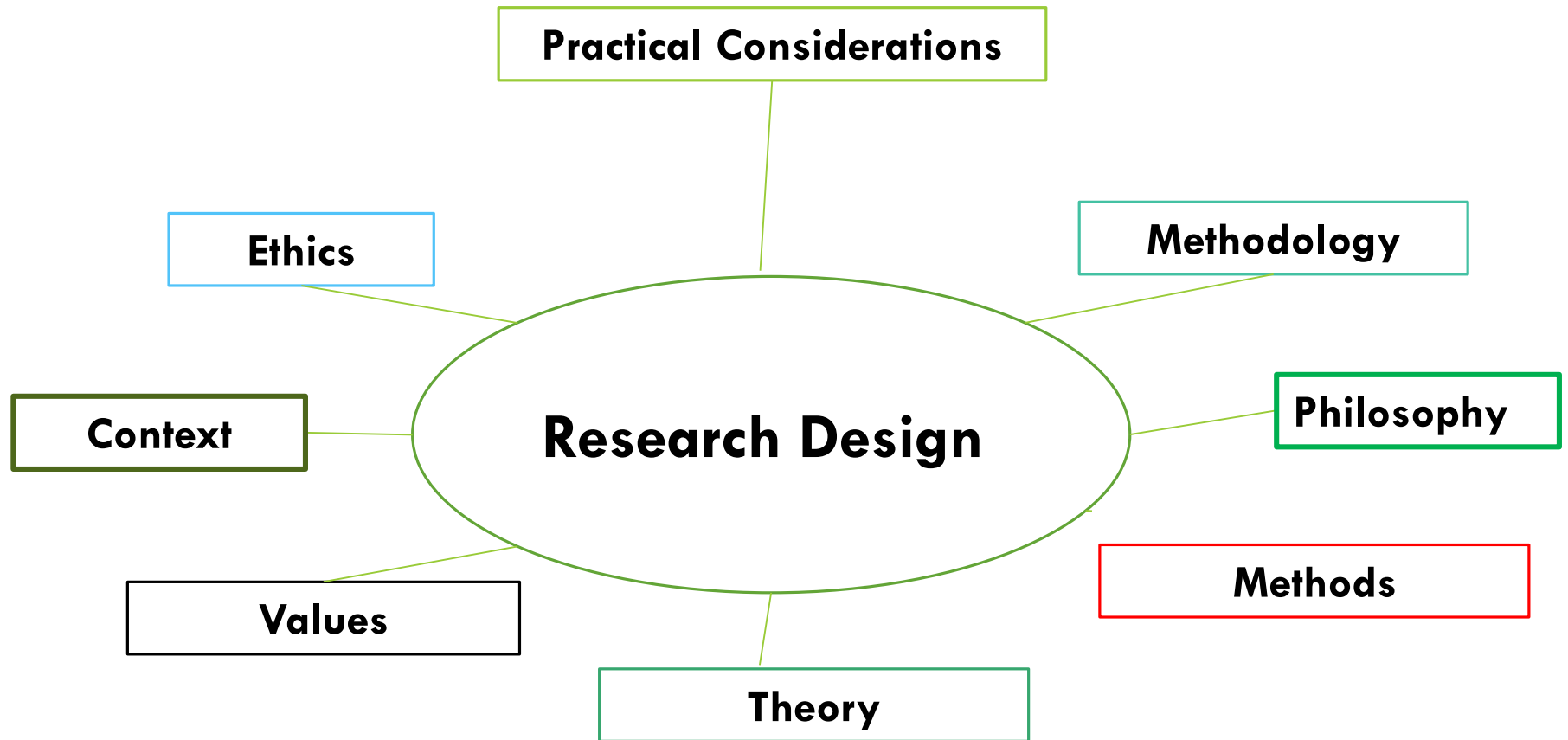
Methodology

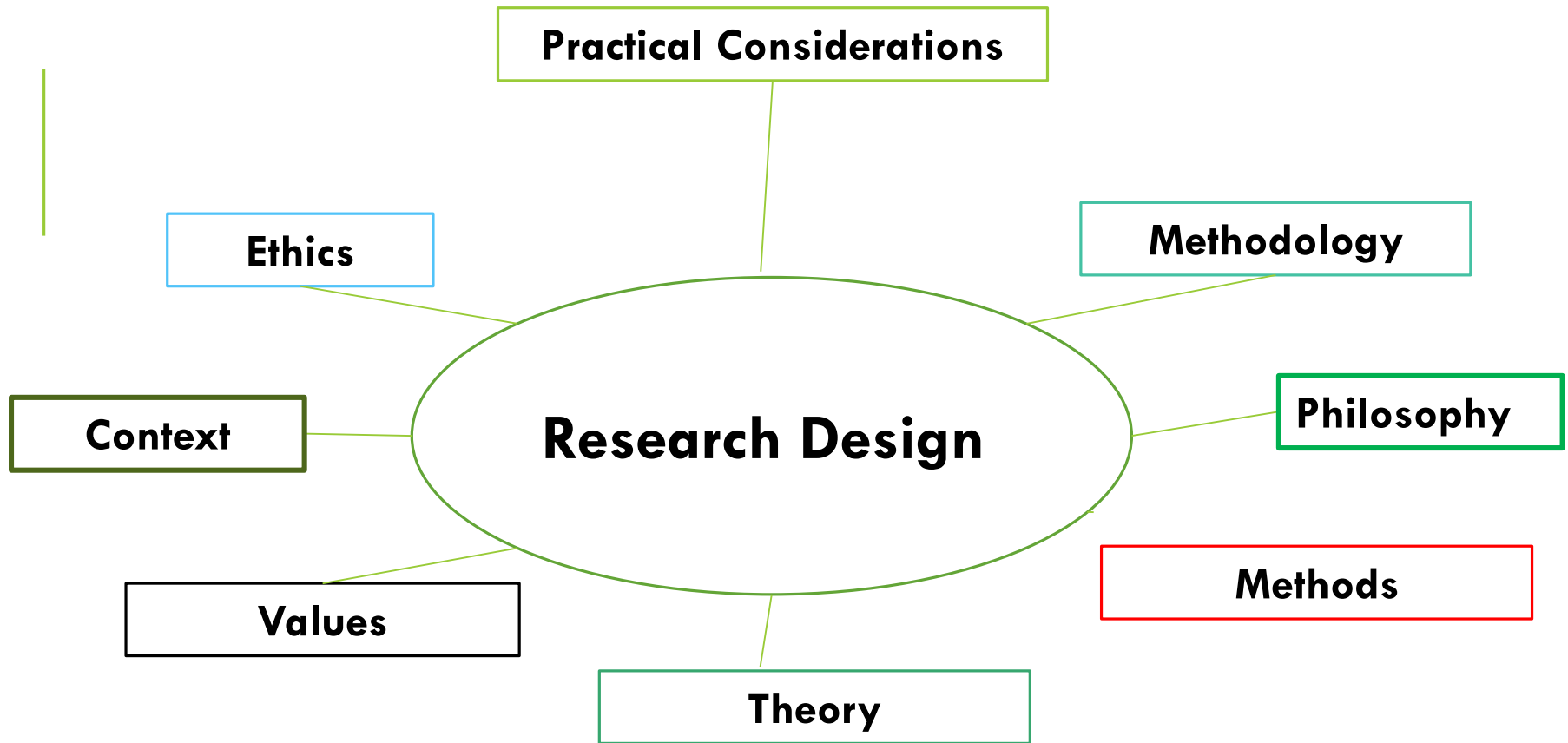
- The theoretical framework that outlines the rules to follow in a study.

Method

- The actual tools/steps taken by which you conduct research into a subject or a topic.

What does Social Research look like?





Using the diagram as a guide, think about your own ideas for research and the relevance of each heading....

BUT...!!!

Questions come before the methods





YOUR PARADIGM...

Ontology

The fundamental beliefs we have about the world. These can be:

Objectivism

Social phenomena and their meanings have an existence independent of social actors

Constructivism

Social phenomena and their meanings are constructed through social interaction and therefore are in a constant state of revision

Epistemology

The theory and study of knowledge

There is a distinction between 'true' and 'false' knowledge – what standard of evidence is sufficient to make a judgement? This also encompasses issues of validity and reliability which are discussed later.

The types of evidence can include faith, trust, experience, logic, empiricism – depending on what philosophy you subscribe to.

WHERE ARE YOU?



Which ontological position do you think you come from?

How might this impact on your research?

Our fundamental beliefs are likely to impact on our research choices

WHAT IS YOUR PARADIGM?

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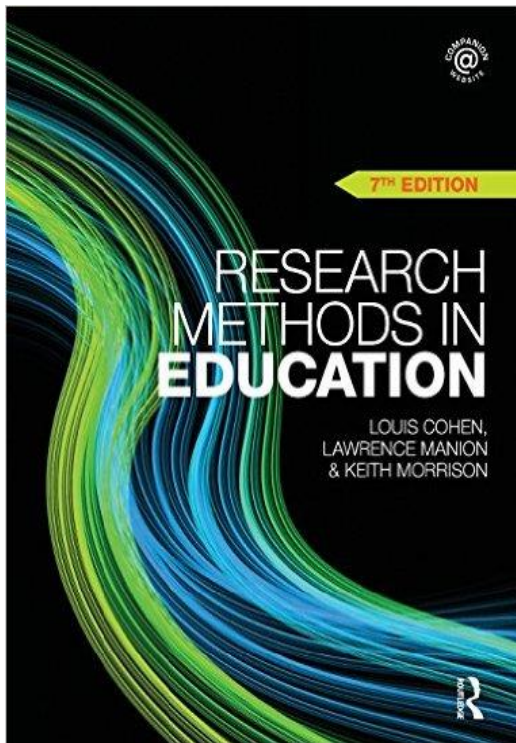
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KEY READING FOR EDUCATIONAL CONTEXT

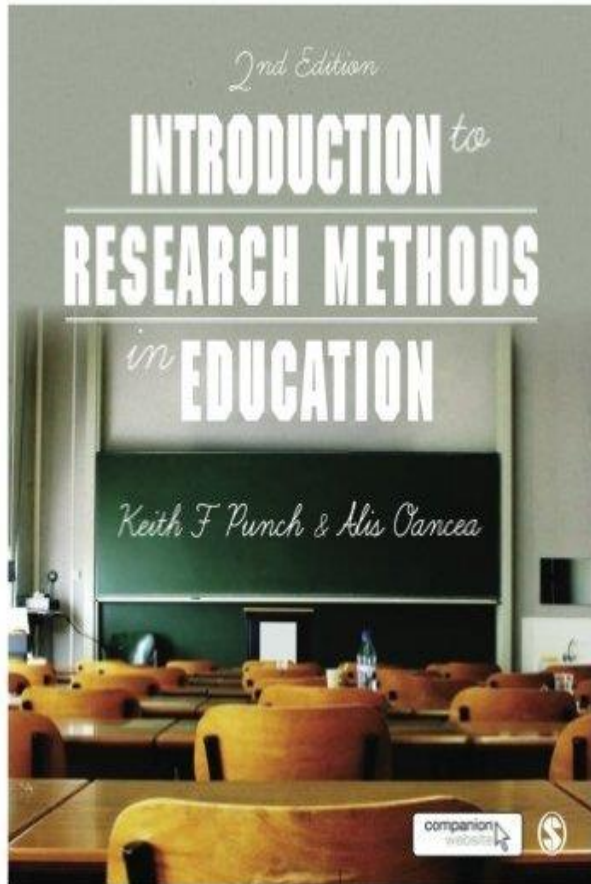
Cohen, L., Manion, L. & Morrison, K. (2018)
Research Methods in Education (8th ed.)
London: Routledge



6th edition is available here:

<https://islmblogblog.files.wordpress.com/2016/05/rme-edu-helpline-blogspot-com.pdf>

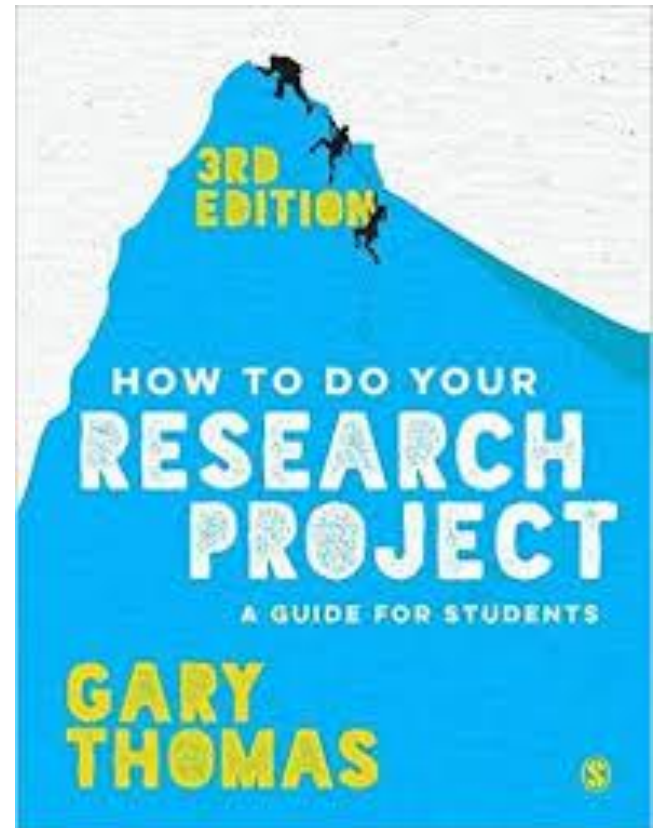
ANOTHER USEFUL TEXT



Punch, K. & Oancea, A. (2014) *Introduction to Research Methods in Education* London: Sage Publications Ltd.

AND ANOTHER...

Thomas, G. (2017) *How to do your Research Project*. London: Sage.



DIRECTED STUDY

Read pages 3-44 of Cohen, L., Manion, L., Morrison, K. (2007) *Research Methods in Education* (6th edition) London: Routledge.

Begin your own dictionary of technical terms. Write detailed definitions of the following:

- Ontology
- Epistemology
- Positivism
- Scientific Method
- Naturalistic Approach
- Phenomenology
- Plus 4 other terms of your choice



TO DO LIST!

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